

Course: Introduction to Culinary Arts

S1 Grade 9

Unit: Sanitation

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.36 Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.</p> <p>9.4.12.A.42 Demonstrate knowledge of safe and healthful working conditions and environments that adhere to employee rights and responsibilities and employer obligations in order to promote well-being in workplaces in this cluster.</p> <p>9.4.12.A.43 Identify and assess types and sources of workplace hazards common to this cluster in order to</p> | <p>Why is sanitation so important in the foodservice industry?</p> <p>What are the differences between biological, chemical, and physical hazards?</p> <p>What are the sources of biological, chemical, and physical hazards and how do we control their growth?</p> <p>How do you apply the principles of time and temperature in food handling?</p> <p>How do you prevent cross-contamination in the kitchen?</p> <p>What is the difference between clean and sanitary?</p> <p>What are the proper</p> | <p>Importance of Safe Food Handling</p> <p>Biological Hazards</p> <p>Chemical Hazards</p> <p>Physical Hazards</p> <p>Time and Temperature Principle</p> <p>Cross-Contamination</p> <p>Clean versus Sanitary</p> <p>Cleaning and Sanitizing the Whole Kitchen</p> <p>Personal Hygiene</p> <p>Insect and Rodent Control</p> <p>Waste Control</p> <p>The Health Inspection</p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> a. wash and sanitize pots and pans by hand b. operate dishwashing machine according to the manufacturer's instructions c. explain the importance of temperature control during dishwashing d. carry and stack all dishes in their proper storage areas e. identify the differences between biological, chemical and | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>demonstrate a working understanding of key health and safety concerns.</p> <p>CCSS.ELA-Literacy.RS.T.9-10.4</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades</i></p> | <p>procedures when cleaning and sanitizing food-contact surfaces in the kitchen?</p> <p>What are the various aspects of personal hygiene that are important in foodservice?</p> <p>What is the importance of proper pest control and waste management to food safety?</p> <p>What is the role of the health inspector?</p> | | <p>physical hazards and be able to control their growth</p> <ul style="list-style-type: none"> f. apply the principles of time and temperature control g. handle food properly to prevent cross-contamination h. properly sanitize all equipment and food contact surfaces i. have proper personal hygiene | |
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Course: Introduction to Culinary Arts

S1 Grade 9

Unit: Safety

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
|---|--|--|--|--|
| <p>9.4.12.A.36 Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.</p> <p>9.4.12.A.42 Demonstrate knowledge of safe and healthful working conditions and environments that adhere to employee rights and responsibilities and employer obligations in order to promote well-being in workplaces in this cluster.</p> <p>9.4.12.A.38 Identify emergency procedures that are necessary to provide aid in workplace accidents.</p> <p>9.4.12.A.43</p> | <p>How would you summarize the roles of government, employers, and employees in creating a safe workplace?</p> <p>How does the professional culinary uniform promote safety?</p> <p>What are some common kitchen injuries and what would be the steps to prevent them?</p> <p>How would you respond to accidents in the kitchen?</p> <p>What are the basic fire prevention and safety practices?</p> | <p>The safe workplace</p> <p>Dress for safety</p> <p>Kitchen injuries</p> <p>Fire safety</p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> a. Identify the rules of government, employers, and employees in creating a safe workplace b. dress in the professional culinary uniform to promote safety c. Identify common kitchen injuries and use the knowledge to prevent them d. Know what to do when an accident in the kitchen occurs e. Know how to find and utilize the fire prevention equipment in the kitchen | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

Identify and assess types and sources of workplace hazards common to this cluster in order to demonstrate a working understanding of key health and safety concerns.

[CCSS.ELA-Literacy.RS
T.9-10.4](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades*

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Course: Introduction to Culinary Arts

S1 Grade 9

Unit: Foodservice Industry

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.58 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals</p> <p>9.4.12.A.07 Evaluate and use information resources to accomplish specific occupational tasks.</p> <p>9.4.12.A.20 Access and utilize suitable resources to identify and study public policies issues and regulations impacting this cluster.</p> <p>9.4.12.A.32 Describe the nature and types of business organizations to build an understanding of the scope of organizations</p> | <p>How would you summarize the foodservice and hospitality industries?</p> <p>What are the current trends in the foodservice industry?</p> <p>What are some of the challenges facing the foodservice industry?</p> <p>What is the role of the culinary profession in the hospitality industry?</p> | <p>An overview of the foodservice industry</p> <p>Trends in foodservice</p> <p>Challenges facing the foodservice industry</p> <p>The culinary profession</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. Identify the foodservice and hospitality industries b. Know the current trends in the foodservice industries c. Identify some of the challenges facing the foodservice industry d. Understand the role of the culinary profession in the hospitality industry | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

[CCSS.ELA-Literacy.RS
T.9-10.5](#)

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

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Course: Introduction to Culinary Arts Operations

S1 Grade 9

Unit: Understanding Foodservice

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.58 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals</p> <p>9.4.12.A.07 Evaluate and use information resources to accomplish specific occupational tasks.</p> <p>9.4.12.A.20 Access and utilize suitable resources to identify and study public policies issues and regulations impacting this cluster.</p> <p>9.4.12.A.32 Describe the nature and types of business organizations to build an understanding of the scope of organizations</p> | <p>What are various types of food service establishments that employ chefs and cooks?</p> <p>What are the different forms of business ownerships?</p> <p>What are the different ways that businesses are organized?</p> <p>What are the risks and rewards of entrepreneurship?</p> | <p>Types of food service establishments</p> <p>Legal forms of business ownership</p> <p>Organization of foodservice businesses</p> <p>Entrepreneurship</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> Identify the different foodservice establishments that employ chefs and cooks Identify the different forms of business ownership Identify the different ways that businesses are organized Identify the risks and rewards of entrepreneurship | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

[CCSS.ELA-Literacy.RS](#)

[T.9-10.5](#)

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

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**Course: Introduction to Culinary Arts
Professional Kitchen**

S1 Grade 9

Unit: Workstations in the

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.58 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals</p> <p>9.4.12.A.07 Evaluate and use information resources to accomplish specific occupational tasks.</p> <p>9.4.12.A.20 Access and utilize suitable resources to identify and study public policies issues and regulations impacting this cluster.</p> <p>9.4.12.A.32 Describe the nature and types of business organizations to build an understanding of the scope of organizations</p> | <p>What are the names and roles of workstations in the traditional brigade?</p> <p>What are the modern variations on the classical brigades?</p> <p>How does the kitchen interact with other departments to satisfy guests?</p> <p>What are some of the recent trends in the foodservice industry to reduce labor?</p> | <p>The brigade</p> <p>Organization of modern kitchens</p> <p>Working with departments beyond the kitchen</p> <p>Labor saving trends</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> a. identify and name the roles of workstations in the traditional brigade b. identify modern variations on the classical brigade c. Explain how the kitchen interacts with other departments to satisfy guests d. Identify recent trends in foodservice to reduce labor cost | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

[CCSS.ELA-Literacy.RS](#)

[T.9-10.5](#)

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

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**Course: Introduction to Culinary Arts
and Hand Tools in the Professional Kitchen**

S1 Grade 9

Unit: Smallwares, Knives,

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.21 Employ technological tools to expedite workflow</p> <p>9.4.12.A.33 Describe and use quality control systems and practices to ensure quality products and services.</p> <p>9.4.12.A.69 Demonstrate knowledge of tools equipment machinery and technology used in this cluster.</p> <p>CCSS.ELA-Literacy.RS T.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> | <p>What are the various smallwares used in commercial kitchens?</p> <p>What are the properties of various materials used to make pots and pans?</p> <p>How do you identify the proper equipment for various measuring and portioning tasks, and various cooking methods?</p> <p>What are the elements of knife construction and how do they relate to quality?</p> <p>What are the various knives and hand tools used in the professional kitchen?</p> <p>How do you sharpen and maintain a good edge on a knife?</p> | <p>Pots and pans</p> <p>Measuring equipment</p> <p>Straining equipment</p> <p>Cutting and processing equipment</p> <p>Knives</p> <p>Sharpening Knives</p> <p>Hand tools</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> a. Identify various smallwares used in commercial kitchens b. identify properties of various materials used to make pots and pans c. identify and be able to utilize properly the correct equipment for the various measuring, portioning, and cooking tasks d. identify the parts of a knife and use them properly e. identify and use properly various knives and hand tools | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| | | | f. sharpen a knife properly using a whetstone and steel | |
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Course: Introduction to Culinary Arts

S1 Grade 9

Unit: Large Equipment

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.21 Employ technological tools to expedite workflow</p> <p>9.4.12.A.33 Describe and use quality control systems and practices to ensure quality products and services.</p> <p>9.4.12.A.69 Demonstrate knowledge of tools equipment machinery and technology used in this cluster.</p> <p>CCSS.ELA-Literacy.RS.T.9-10.2</p> <p>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> | <p>What are the various pieces of large equipment used in the commercial kitchen?</p> <p>What are the properties of design and construction and how to they relate to functionality?</p> <p>What equipment is used for what cooking task?</p> <p>What are the different type of refrigeration units?</p> <p>What is the importance of proper equipment maintenance for controlling cost?</p> | <p>Cooking appliances</p> <p>Holding equipment</p> <p>Refrigeration</p> <p>Maintaining Equipment</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. Identify the large pieces of equipment in a commercial kitchen and be able to use them b. Identify properties of design and construction and understand how they relate to functionality c. Identify and use the proper equipment for different cooking task d. Identify and properly use the equipment to cut down on maintenance cost | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

**Course: Garde Manger
Preparation**

S2 Grade 9

Unit: Fruit Identification and

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work.</p> <p>CCSS.ELA-Literacy.RS T.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions</p> | <p>What are the different containers and terms used when packing produce?</p> <p>What is the grading process for fruit for fruits used in commercial foodservice?</p> <p>What are the most common fresh fruits used in commercial foodservice?</p> <p>How can one apply various quality factors when selecting fresh fruits?</p> <p>What are the seasons for the most common fresh fruits used in a commercial kitchen?</p> <p>What are some methods used for</p> | <p>Packing Fresh Produce</p> <p>Grading</p> <p>Citrus Fruits</p> <p>Apples and Pears</p> <p>Stone Fruits</p> <p>Berries</p> <p>Grapes</p> <p>Melons</p> <p>Tropical and Exotic Fruits</p> <p>Dried Fruits</p> <p>Canned Fruits</p> <p>Frozen Fruits</p> <p>Basic Skills</p> <p>Fruit Presentation</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> Identify the size containers used for packaging fruits Identify the grades of fruits used in commercial service Identify and use the most common fresh fruits identify when fruit quality is poor know the seasons for the most common fresh fruits and be able to use them in that season identify the methods for drying, freezing, and canning fruits and know | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| | <p>drying, canning, and freezing fruits?</p> <p>What are the techniques used for preparing fruit for service and recipes?</p> <p>How do you apply techniques for presenting fruits as garnishes on individual plates and buffet platters?</p> <p>How do you cook fruit properly?</p> | <p>Cooking Fruits</p> | <p>when you would use this type of fruit</p> <ul style="list-style-type: none"> g. learn the proper techniques for preparing fruits for service and recipes h. apply the proper techniques for presenting fruits as garnishes on plates and on buffet platters i. cook fruit properly using variety of recipes | |
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Course: Garde Manger**S2 Grade 9****Unit: Cold Sandwiches**

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work.</p> <p>CCSS.ELA-Literacy.RS.T.9-10.1</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions</p> | <p>What are some different types of sandwiches?</p> <p>What are the attributes of a successful sandwich?</p> <p>What are the roles of different sandwich ingredients?</p> <p>What are the different sandwich assembly methods?</p> | <p>Types of sandwiches</p> <p>Sandwich Attributes</p> <p>Sandwich Ingredients</p> <p>Sandwich Assembly</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> a. Identify types of sandwiches b. identify and make a successful sandwich c. identify and use various ingredients to make the proper sandwich d. Identify ways for assembling sandwiches in various foodservice operations | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

Course: Garde Manger

S2 Grade 9

Unit: Salads and Dressings

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
|---|--|---|--|--|
| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work.</p> <p>CCSS.ELA-Literacy.RS.T.9-10.1</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions</p> | <p>What are different purposes that salads serve on a menu?</p> <p>What are some different types of salads?</p> <p>What are the most common salad greens?</p> <p>How do you prepare salad greens?</p> <p>What are the three basic salad dressings?</p> <p>What are the standard salad procedures that will ensure sanitation and quality in salad preparation?</p> | <p>Salads on the menu</p> <p>Types of salads</p> <p>Common salad greens</p> <p>Buying lettuce</p> <p>Preparing salad greens</p> <p>Salad Dressings</p> <p>Sanitation and quality in salad preparation</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> understand why salads are put on a menu identify and make different types of salads identify and use common and uncommon salad greens know the proper way to prepare salad greens know and make various salad dressings based on the three basic salad dressings Know and use proper salad procedures to ensure sanitation and quality | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

Course: Garde Manger

S2 Grade 9

Unit: Knife Skills

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.69 Demonstrate knowledge of tools equipment machinery and technology used in this cluster.</p> <p>CCSS.ELA-Literacy.RS T.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> | <p>What is the procedure for preparing a workstation to use a knife?</p> <p>What is the proper technique for cutting with a chef knife?</p> <p>What are the basic knife cuts?</p> <p>What is the correct technique for using a boning knife?</p> <p>What is the correct use of a paring knife?</p> <p>What is the proper technique for using a slicer or serrated knife?</p> | <p>Preparing the work station</p> <p>Using the chef's knife</p> <p>Basic knife cuts</p> <p>Using the boning knife</p> <p>Using the paring knife</p> <p>Using the slicer and serrated knife</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. Prepare a mise en place for cutting b. Identify and use the proper techniques for using the chef, boning, paring, slicing, and serrated knives c. Identify and use all basic knife cuts | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

Course: Garde Manger

S2 Grade 9

Unit: Vegetable Identification

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work.</p> <p>CCSS.ELA-Literacy.RS T.9-10.1</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions</p> | <p>What are the most common fresh vegetables used in garde manger?</p> <p>How can you identify quality vegetables?</p> <p>What are the growing seasons for fresh vegetables?</p> <p>What are some methods for processing vegetables?</p> <p>How are vegetables graded?</p> | <p>Onion family</p> <p>Root vegetables</p> <p>Stalks and shoots</p> <p>Squashes</p> <p>Cabbages and Greens</p> <p>Fruit vegetables</p> <p>Legumes and seeds</p> <p>Mushrooms</p> <p>Processed vegetables</p> <p>grading</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> Identify and use common and uncommon fresh vegetables in garde manger. Identify quality vegetables know growing seasons in different parts of the country Identify methods for processing vegetables Identify vegetable grading | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

Course: Introduction to Pastry Arts

S1 Grade 10

Unit: Quick Breads and Batters

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.02 Demonstrate</p> | <p>How do ingredients and preparation procedures</p> | <p>Quick Bread and batter Basics</p> | <p>Students will be able to:</p> | <p>Several quizzes weekly written and proficiency</p> |

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| <p>mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.52 Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.</p> <p>09-10.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks attending to special cases or exceptions defined in the text</p> | <p>affect the quality of quick breads and batters?</p> <p>What are the different techniques for making common quick breads?</p> <p>What are some other batter-based products in the professional pastry kitchen and how do you prepare them?</p> | <p>Types of Quick Breads</p> <p>Other Products Made from Batters</p> | <ol style="list-style-type: none"> a. Explain how ingredients and preparation techniques affect the quality of quick breads and batters b. Successfully prepare various quick breads using common mixing methods c. List and prepare other batter based products | <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |
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Course: Introduction to Pastry Arts

S1 Grade 10

Unit: Yeast Raised Products

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.02 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.52 Interpret and explain written organizational policies and procedures that help workers perform their tasks according to employer rules and expectations.</p> <p>09-10.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or</p> | <p>How are yeast-raised products prepared? What are the basic forms into which yeast breads are shaped?</p> <p>What happens to yeast-raised products during the proofing and baking stages of preparation?</p> | <p>Dough Preparation</p> <p>Shaping the Dough</p> <p>Proofing</p> <p>Baking</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. explain and prepare yeast-raised products using the ten steps for making bread b. Recall and shape yeast breads into basic forms c. Understand and explain what happens to yeast-raised products during the proofing and baking stages of preparation | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| performing technical tasks attending to special cases or exceptions defined in the text. | | | | |
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Course: Introduction to Pastry Arts

S1 Grade 10 Unit: Introduction to the Bakeshop

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>9.4.12.A.59 Identify and exhibit traits for retaining employment.</p> <p>9.4.12.A.61 Examine requirements for career advancement to plan for continuing education and training.</p> <p>9.4.12.A.69 Demonstrate knowledge of tools equipment machinery and technology used in this cluster.</p> | <p>What are the various jobs in the bakeshop?</p> <p>What are the various baking ingredients and what are their functions in baked goods?</p> <p>What are the smallwares, hand tools, and large equipment used in the bakeshop?</p> | <p>Working in the Bakeshop</p> <p>Bakeshop Ingredients</p> <p>Bakeshop Equipment</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. explain the various jobs in the bakeshop b. recognize, understand, and properly use baking ingredients c. recognize and properly use smallwares, hand tools, and large equipment that are commonly used in the bakeshop | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

Course: Modern Food Culture

S1 Grade 10 Unit: Basic Preparations-Mise en Place

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
|---|--|---|--|--|
| <p>9.4.12.A.02 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.15 Use oral and written communication skills in creating expressing and interpreting information and ideas including technical terminology and information related to this cluster.</p> <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> | <p>What is mise en place and what is its role in the professional kitchen?</p> <p>What are some of the techniques for peeling, julienne, mincing, dicing, chiffonade, and concassing?</p> <p>How do you prepare a mirepoix and what is its role in a professional kitchen?</p> <p>What is clarified butter and how would you make it and use it?</p> | <p>Mise en Place</p> <p>Peeling, Slicing, and Dicing</p> <p>Mincing and Chiffonade</p> <p>Concasse Tomatoes</p> <p>Mirepoix</p> <p>Clarified Butter</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. Set up a mise en place and know what its role is in the professional kitchen. b. peel, julienne, mince, dice, chiffonade, and cocasse correctly and use those skills in recipes c. prepare a mirepoix and use it correctly in recipes d. clarify butter and use it in various recipes | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>09-10.RST.04 Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> | | | | |
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Course: Modern Food Culture

S1 Grade 10

Unit: Kitchen Staples

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.02 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.15 Use oral and written communication skills in creating expressing and interpreting information and ideas including technical terminology and information related to this cluster.</p> <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>09-10.RST.05 Analyze the structure of the relationships among concepts in a text</p> | <p>What are the basic seasonings and how do you use them in professional cooking?</p> <p>What are the sources, forms, and uses, of herbs and spices in the professional kitchen?</p> <p>What are various starches and their uses in the commercial kitchen?</p> <p>What are the various sources of sweeteners used in the professional kitchen?</p> <p>What is the role of acidic ingredients in the professional kitchen and what are the types of the most commonly used?</p> <p>What are the various forms of tomato</p> | <p>Basic Seasonings</p> <p>Herbs and Spices</p> <p>Starches</p> <p>Sweeteners</p> <p>Acid Ingredients</p> <p>Tomato Products</p> <p>Condiments</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. Recognize basic seasonings and use them properly in recipes b. Recognize herbs and spices and use them properly in recipes. c. Identify the various starches and know which ones work for different dishes d. Identify various sweeteners and use them correctly in recipes e. Identify various acidic ingredients and understand how they impact a recipe f. Identify various tomato products | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>including relationships among key terms (e.g. force friction reaction force energy).</p> | <p>products and how are they used?</p> <p>What are the most commonly used condiments?</p> | | <p>and know how to use them</p> <p>g. Know the most commonly used condiments</p> | |
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Course: Modern Food Culture

S1 Grade 10

Unit: Culinary History

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.04 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.</p> <p>.9.4.12.A.09 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences</p> <p>9.4.12.A.12 Develop and interpret tables charts and figures to support written and oral communications.</p> <p>09-10.RST.05 Analyze the structure of the relationships among concepts in a text including relationships among key</p> <p>ter09-10.RST.06Analyze the authors purpose in providing</p> | <p>Why is it important to study Culinary History?</p> <p>What were the influences on culinary practices from ancient times through the 1900's?</p> <p>What is the progression of the various styles of cuisine?</p> <p>What are the origins of American cuisine?</p> | <p>Ancient Cooking</p> <p>Cooking of the Middle Ages</p> <p>Cooking of the Renaissance</p> <p>Cooking of the 1700's and 1800's</p> <p>Cooking of the 1900's</p> | <p>Students will be able to:</p> <p>Research Culinary History</p> <p>Investigate the influences on culinary practices from ancient times through the 1900's.</p> <p>Understand the progression of the various styles of cuisine.</p> <p>Understand the origins of American cuisine.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>an explanation describing a procedure or discussing an experiment in a text defining the question the author seeks to address.ms (e.g. force friction reaction force energy).</p> | | | | |
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Course: Modern Food Culture

S1 Grade 10

Unit: Hot Sandwiches and Pizza

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.16 Employ critical thinking skills (e.g. analyze synthesize and evaluate) independently and in</p> | <p>What are the various types of hot sandwiches and what ingredients are used to make them?</p> <p>How do you make thin and deep dish pizzas?</p> | <p>Hot Sandwiches</p> <p>Pizza</p> | <p>Students will be able to:</p> <p>Identify various types of sandwiches and be able to make them.</p> <p>Identify the difference between thin and deep dish pizzas and make them.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>teams to solve problems and make decisions.</p> <p>9.4.12.A.18 Identify write and monitor performance goals to guide progress in assigned areas of responsibility and accountability.</p> <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks analyze the specific results based on explanations in the text</p> | | | | |
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Course: Classic Cuisine

S2 Grade 10

Unit: Stocks

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>09-10.RST.06 Analyze the author’s purpose in providing an explanation describing a procedure or discussing an experiment in a text defining the question the author seeks to</p> <p>9.4.12.A5.03 Apply scientific principles and processes to natural resource system problems and issues when planning natural resource management activities to demonstrate understanding of the need feasibility and application of logical reasoned solutions.</p> <p>9.4.12.A5.02 Communicate about natural resource production practices and processing</p> | <p>What is the role of various ingredients in the production of stock?</p> <p>What are the attributes of a well-made stock?</p> <p>What is the basic stock-making procedure?</p> <p>What are bouillons and broths and what are their uses?</p> <p>How are vegetable stocks made, and how do they differ from classic meat based stocks?</p> <p>How can you compare bases and stocks?</p> | <p>Basic Stock Ingredients</p> <p>Attributes of a Well-Made Stock</p> <p>Stock Preparation</p> <p>Bouillons and Broths</p> <p>Vegetable Stock</p> <p>Bases</p> | <p>Students will be able to:</p> <p>Identify the various ingredients in the production of stock.</p> <p>Identify the attributes of a well-made stock.</p> <p>Follow the procedure and make stocks.</p> <p>Make bouillons and broths and use them properly.</p> <p>Make vegetable stocks and identify their differences from classic meat based stocks.</p> <p>Compare bases and stocks.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

procedures to heighten public awareness regarding the responsible and sustainable use of address.

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Course: Classic Cuisine**S2 Grade 10****Unit: Cookies**

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>9.4.12.A.69 Demonstrate knowledge of tools equipment machinery and technology used in this cluster.</p> <p>09-10.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks attending to special cases or exceptions defined in the text.</p> | <p>What are the factors that impact cookie quality?</p> <p>What are the two most common methods for mixing cookie dough?</p> <p>What are the common methods for forming cookies?</p> | <p>Qualities of a Good Cookie</p> <p>Mixing Methods</p> <p>Forming Methods</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. list factors that impact cookie quality b. explain and use the two most common mixing methods for cookies c. recall and form cookies using various methods | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

Course: Classic Cuisine**S2 Grade 10****Unit: Pies and Tarts**

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.68 Employ planning and time management skills and tools to enhance results and complete work tasks.</p> <p>9.4.12.A.45 Employ leadership skills to accomplish goals and objectives</p> | <p>How is quality dough for pies and tarts prepared?</p> <p>What are some traditional fillings for pies?</p> <p>How are tarts different from pies?</p> <p>What are the characteristics and uses of puff pastry?</p> | <p>Pies</p> <p>Pie Fillings</p> <p>Tarts</p> <p>Puff pastry</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> explain and produce quality dough for pies and tarts list and make traditional fillings for pies differentiate between a pie and a tart recognize and use puff pastry in various applications | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

Course: Classic Cuisine**S2 Grade 10****Unit: Soups**

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
|--|---|--|---|--|
| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> | <p>What are the two types of clear soups?</p> <p>What are the different types of thick soups?</p> | <p>Clear Soups</p> <p>Thick soups</p> <p>Specialty soups</p> <p>Garnishing soups</p> | <p>Students will be able to:</p> <p>Identify and make the two types of clear soups.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> |

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| <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.16 Employ critical thinking skills (e.g. analyze synthesize and evaluate) independently and in teams to solve problems and make decisions.</p> <p>9.4.12.A.18 Identify write and monitor performance goals to guide progress in assigned areas of responsibility and accountability.</p> <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks analyze the specific results based</p> | <p>What are the types of soups in the specialty soup category?</p> <p>What is the role of soup garnishes?</p> <p>How do you execute the proper techniques for serving hot and cold soups?</p> | <p>Serving soups</p> | <p>Identify and make the different types of thick soups.</p> <p>Identify soup garnishes and add them to soups correctly.</p> <p>Identify and use the proper techniques for serving hot and cold soups.</p> | <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |
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| on explanations in the text. | | | | |
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Course:Classic Cuisine

S2 Grade 10

Unit: Sauces

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A5.02 Communicate about natural resource production practices and processing procedures to heighten public awareness regarding the responsible and sustainable use of natural resource</p> <p>09-10.RST.07 Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g. in an equation) into words.</p> | <p>What are the roles of Sauces?</p> <p>What are the various thickening agents and how do you use them?</p> <p>What is the classic system of Mother Sauces and their Derivative Sauces?</p> <p>What are some nontraditional sauces?</p> | <p>The Role of Sauces</p> <p>Thickening Sauces and Agents</p> <p>Mother Sauces and Derivative Sauces</p> <p>Nontraditional Sauces</p> | <p>Students will be able to:</p> <p>Identify the roles of sauces and use them in various recipes.</p> <p>Make and use all the Mother Sauces and many of the derivative Sauces.</p> <p>Make and use some nontraditional sauces.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work</p> <p>9.4.12.A.07 Evaluate and use information resources to accomplish specific occupational</p> | | | | |
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**Course: Classic Cuisine
Cookery**

S2 Grade 10

Unit: Starch Identification and

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.16 Employ critical thinking skills (e.g. analyze synthesize and</p> | <p>What are the varieties of potatoes?</p> <p>What grains and grain products are used in foodservice?</p> <p>What are some of the common cooking methods for potatoes?</p> <p>What are some of the cooking methods for grains?</p> | <p>Potatoes</p> <p>Grains</p> <p>Pasta and Noodles</p> | <p>Students will be able to:</p> <p>Identify the varieties of potatoes.</p> <p>Identify the grains and grain products used in the foodservice industry.</p> <p>Use the common cooking methods for potatoes.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>evaluate) independently and in teams to solve problems and make decisions.</p> <p>9.4.12.A.18 Identify write and monitor performance goals to guide progress in assigned areas of responsibility and accountability.</p> <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks analyze the specific results based on explanations in the text.</p> | <p>What are the appropriate cooking methods for preparing both fresh and dry pasta?</p> | | <p>Use the proper cooking methods to prepare grains.</p> <p>Use the proper cooking methods to prepare both fresh and dry pasta.</p> | |
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Course:Cooking Techniques

S1 Grade 11

Unit:Cooking Principles

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.05 Demonstrate use of the concepts strategies and systems for obtaining and conveying ideas and information to enhance communication.</p> <p>9.4.12.A.07 Evaluate and use information resources to accomplish specific occupational tasks.</p> <p>9.4.12.A.15 Use oral and written communication skills in creating expressing and interpreting information and ideas including technical terminology and information related to this cluster.</p> <p>9.1.12.A.01 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>11-12.RST.03 Follow precisely a complex</p> | <p>What are the reasons that food is cooked?</p> <p>What are the various methods of cooking by the process of heat transfer?</p> <p>What are the basic cooking methods?</p> | <p>What is cooking</p> <p>What happens to foods when they are cooked</p> <p>Methods of heat transfer</p> <p>cooking Methods</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. Explain the reasons food is cooked. b. Explain What happens to foods when it is cooked c. Recognize the basic cooking methods | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>multistep procedure when carrying out experiments taking measurements or performing technical tasks analyze the specific results based on explanations in the text.</p> | | | | |
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Course: Cooking Techniques

S1 Grade 11

Unit: Dry Heat Cooking Methods

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.05 Demonstrate use of the concepts strategies and systems for obtaining and conveying ideas and information to enhance communication.</p> <p>9.4.12.A.07 Evaluate and use information resources to accomplish specific occupational tasks.</p> <p>9.4.12.A.15 Use oral and written communication skills in creating expressing and</p> | <p>Why is it important to execute proper saute method and pan sauce preparation.</p> <p>How are meats and poultry grilled and broiled to desired doneness.</p> <p>How to compare and explain the two approaches used for</p> | <p>Sauteing</p> <p>Grilling and Broiling</p> <p>Roasting</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. Explain why it is important to execute proper saute method to create a pan sauce b. Understand how meats and poultry are broiled to proper doneness c. Recognize the two approaches used for | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>interpreting information and ideas including technical terminology and information related to this cluster. 9.1.12.A.01 Apply critical thinking and problem-solving strategies during structured learning experiences. 11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks analyze the specific results based on explanations in the text.</p> | <p>roasting meats and poultry.</p> | | <p>roasting meats and or poultry</p> | |
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**Course: Cooking Techniques
combination Cooking**

S1 Grade 11

Unit: Moist-Heat and

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.I.54 Employ leadership skills to</p> | | <p>Poaching.</p> | <p>Students will be able to:</p> | <p>Several quizzes weekly written and proficiency</p> |

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| <p>accomplish goals and objectives. 9.4.12.1.55 Employ organizational skills to foster positive working relationships and accomplish organizational goals 9.4.12.1.56 Employ teamwork skills to achieve collective goals and use team members talents effectively. 11-12.RST.02 Determine the central ideas or conclusions of a text summarize complex concepts processes or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks analyze the</p> | <p>How to recognize when poaching is and appropriate cooking method</p> <p>How to simmer and check for proper doneness</p> <p>How to Stew</p> | <p>Simmering.</p> <p>stew.</p> <p>Braise.</p> | <p>a. Recognize when poaching is appropriate</p> <p>b. Recognize proper doneness levels</p> <p>c. Explain stewing technique</p> <p>d, Explain braising technique</p> | <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |
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| <p>specific results based on explanations in the text.</p> <p>11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.</p> | | | | |
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**Course: Classical Pastries and Desserts
Frozen Desserts, and Dessert Presentation**

S2 Grade 11

Unit: Dessert Sauces,

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.45 Employ leadership skills to accomplish goals and objectives</p> <p>9.4.12.A.46 Employ organizational skills to foster positive working relationships and accomplish organizational goals</p> <p>9.4.12.A.61 Examine requirements for</p> | <p>What techniques are used to prepare common dessert sauces?</p> <p>What are the procedures for making ice cream, sorbet, granite, sherbet, and other common frozen desserts?</p> | <p>Dessert Sauces</p> <p>Frozen Desserts</p> <p>Plating Principles</p> <p>Garnishes</p> | <p>Students will be able to:</p> <p>a. describe and make common dessert sauces and use them in plated desserts</p> <p>b. follow a recipe for ice cream, sorbet, granite, and sherbet, and use it in a plated dessert</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> |

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| <p>career advancement to plan for continuing education and training.</p> <p>09-10.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks attending to special cases or exceptions defined in the text.</p> | <p>What are some plating principles used to design an attractive plate presentation?</p> <p>What are some various garnishing techniques?</p> | | <p>c. create an attractive dessert presentation</p> <p>d. produce and use garnishes appropriately for a plated dessert</p> | <p>Workbook and note taking</p> |
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Course: Classical Pastries and Desserts

S2 Grade 11

Unit: Custards and Foams

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.45 Employ leadership skills to accomplish goals and objectives</p> <p>9.4.12.A.46 Employ organizational skills to foster positive working relationships and accomplish organizational goals</p> | <p>What are the different forms of custards and what are their uses in the pastry kitchen?</p> <p>What are the various foams used in various dessert preparations?</p> | <p>Custards</p> <p>Foams</p> | <p>Students will be able to:</p> <p>a. recognize and make various forms of custards that are used in the pastry kitchen</p> <p>b. identify and make several foams used in</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> |

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| 09-10.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks attending to special cases or exceptions defined in the text. | | | dessert preparation | Workbook and note taking |
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Course: Servsafe

S2 Grade 11

Unit: Providing Safe Food

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.36 Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.</p> <p>9.4.12.A.42 Demonstrate knowledge of safe and healthful working conditions and environments that adhere to employee rights and responsibilities and employer obligations in order to promote well-being in workplaces in this cluster.</p> <p>9.4.12.A.43 Identify and assess types and sources of workplace hazards common to this cluster in order to demonstrate a working</p> | <p>What is the importance of providing safe food?</p> | <p>Providing Safe Food</p> | <p>Students will be able to: Explain how foodborne illness occurs</p> | <p>Several quizzes weekly written and proficiency</p> |
| | <p>What are different forms of Contamination?</p> | <p>Forms of Contamination</p> | <p>Explain different forms of Contamination</p> | <p>Written and proficiency Test</p> |
| | <p>What makes a safe food handler?</p> | <p>Personal Hygiene</p> | <p>Explain what is Good Personal Hygiene</p> | <p>Written and proficiency rubrics</p> |
| | <p>What are the Hazards in the flow of Food?</p> | <p>Monitoring Time and Temperature</p> | <p>Describe Hazards relating to time and Temperature</p> | <p>Observation and verbal quizzes</p> |
| | <p>What are the general Purchasing and Receiving Principles?</p> | <p>The Flow of Food: Receiving</p> | <p>Explain Receiving Principles</p> | <p>Describe Cooking Hazards</p> |
| | <p>What are the Hazards of Cooking, Cooling and Reheating?</p> | <p>The flow of Food: Preparation</p> | <p>g. Explain the flow of food</p> | <p>Workbook and note taking</p> |
| <p>What are the Principles of Holding and Serving food?</p> | <p>The Flow of Food Service</p> | <p>h. Describe Food Management systems</p> | <p>Several quizzes Weekly written and Proficiency</p> | |
| <p>What are the Principles of Holding and Serving food?</p> | <p>The Flow of Food Service</p> | <p>i. Explain safe Facilities</p> | <p>Several quizzes Weekly written and Proficiency</p> | |
| <p>What are the Principles of Holding and Serving food?</p> | <p>The Flow of Food Service</p> | <p>j. Explain Cleaning</p> | <p>Written and proficiency</p> | |

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| <p>understanding of key health and safety concerns.</p> <p>CCSS.ELA-Literacy.RS.T.9-10.4</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades</i></p> | <p>What are Food Safety Management Systems?</p> <p>How to create Safe Facilities and Pest Management?</p> <p>What is Cleaning and Sanitizing?</p> | <p>Food Safety Management Systems</p> <p>Interior Requirements for a Safe Operation</p> <p>Cleaning and Sanitizing in the Operation</p> | <p>and Sanitizing</p> | <p>Test</p> <p>Written and proficiency rubrics</p> <p>Observations and verbal quizzes</p> <p>Workbook and note taking</p> |
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Course: Menu Planning and Design

S1 Grade 12

Unit: Menus

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
|--|--|--|--|---|
| <p>11-12.RST.07</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data video</p> | <p>What are the different menu formats?</p> <p>How is good menu planning achieved?</p> | <p>Menu formats</p> <p>Menu Planning</p> <p>Menu Mechanics</p> | <p>Students will be able to:</p> <p>Identify and use the different menu formats.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> |

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| <p>multimedia) in order to address a question or solve a problem.</p> <p>11-12.RST.07 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data video multimedia) in order to address a question or solve a problem.</p> <p>9.4.12.A7.05 Appraise select and employ technological resources to accomplish business objectives common to this industry</p> | <p>What are the elements of menu mechanics?</p> | | <p>Identify and plan good menus.</p> <p>Identify and use the elements of menu mechanics.</p> | <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |
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Course: Menu Planning and Design

S1 Grade 12

Unit: Food Presentation

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> | <p>What are the plating principles used to design an attractive plate presentation: What are the principles that guide platters and buffet presentation?</p> | <p>Platter presentation</p> <p>Buffet presentation</p> <p>Cake presentation</p> <p>Garnishing</p> | <p>Students will be able to:</p> <p>Design and execute attractive plates.</p> <p>Design and execute attractive buffet items.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> |

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| <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.16 Employ critical thinking skills (e.g. analyze synthesize and evaluate) independently and in teams to solve problems and make decisions.</p> <p>9.4.12.A.18 Identify write and monitor performance goals to guide progress in assigned areas of responsibility and accountability.</p> <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or</p> | <p>What are various garnishing techniques?</p> | | <p>Design and execute attractive cakes.</p> <p>Design and use attractive garnishes.</p> | <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |
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| performing technical tasks analyze the specific results based on explanations in the text. | | | | |
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Course: Culinary Science and Nutrition

S1 Grade 12

Unit: Nutrition

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.02 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.07 Evaluate and use information resources to</p> | <p>What roles do each of the six nutrient group play in good health?</p> <p>What are the dietary guidelines for Americans?</p> <p>What type of information do ingredient lists and nutritional facts on food labels provide?</p> <p>What is the chef's role in creating nutritionally balanced dishes?</p> | <p>Nutrient Groups</p> <p>Dietary Guidelines</p> <p>Using Food Labels</p> <p>The Chef's Role in Nutrition</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. explain the importance of the six nutrient groups b. summarize the dietary guidelines for Americans c. interpret ingredient lists and nutritional facts on food product labels d. understand the demand and responsibility for chefs to create nutritionally balanced dishes | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>accomplish specific occupational tasks.</p> <p>9.4.12.A.19 Conduct technical research to gather information necessary for decision-making.</p> <p>9.4.12.A.37 Demonstrate knowledge of employee rights and responsibilities and employers obligations to maintain workplace safety and health.</p> <p>9.4.12.A.51 Apply ethical reasoning to a variety of situations in order to make ethical decisions.</p> | | | <p>e. design and create nutritionally balanced dishes</p> | |
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Course: Culinary Science and Nutrition

S1 Grade 12

Unit: Developing Taste

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.70 Compare and contrast issues affecting this cluster to demonstrate an understanding of the trends and issues important to careers in this field.</p> | <p>What is the difference between eating and tasting?</p> <p>How does the senses of smell, taste, and touch contribute to how a person interprets food?</p> | <p>Eating Versus Tasting</p> <p>Taste Physiology</p> <p>Factors Affecting Taste</p> <p>Taste Combinations</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> a. understand the difference between eating and tasting b. explain how the senses of smell, taste, and touch | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> |

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| <p>9.4.12.A.62 Research professional development opportunities needed to keep current on relevant trends and information within the cluster.</p> <p>9.4.12.A.54 Identify and demonstrate positive work behaviors and personal qualities needed to succeed.</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks analyze the specific results based on explanations in the text.</p> | <p>What are some subjective and physical factors that affect taste perception?</p> <p>How can chefs use and analyze taste combinations to enhance dishes?</p> | | <p>contribute to an individual's interpretation of food</p> <p>c. recall subjectives and physical factors that affect taste perception</p> <p>d. use and analyze taste combinations to create and enhance dishes</p> | <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |
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Course: Culinary Entrepreneurship

S2 Grade 12

Unit: Cakes

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.02 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.07 Evaluate and use information resources to accomplish specific occupational tasks.</p> <p>9.4.12.A.19 Conduct technical research to gather information necessary for decision-making.</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical</p> | <p>What are the functions of various cake ingredients?</p> <p>How are cakes classified according to the mixing method used to prepare them?</p> <p>What cake pan preparation techniques are required to keep a cake from sticking?</p> <p>What are the characteristics of a quality cake?</p> <p>What is the process for assembling and finishing layer cakes?</p> <p>What are various forms of icings and buttercreams?</p> <p>What are the advantages and disadvantages of each?</p> | <p>Cake Ingredients</p> <p>Mixing Methods</p> <p>Pan Preparation</p> <p>Baking</p> <p>Finishing and Decorating Cakes</p> <p>Buttercreams and Icings</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> a. recognize the functions of various cake ingredients b. classify and execute various cakes according to the mixing methods used to produce them c. apply cake pan preparation techniques d. explain and produce a quality cake product e. recall the process for assembling and finishing layer cakes f. assemble and produce a layered cake g. identify various icings and buttercreams h. compare, make, and use various forms of icings and | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |
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| tasks analyze the specific results based on explanations in the text. | | | buttercreams to ice and decorate cakes | |
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Course: Culinary Entrepreneurship

S2 Grade 12

Unit: Table Service

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>11-12.RST.07 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data video multimedia) in order to address a question or solve a problem.</p> <p>9.4.12.A7.05 Appraise select and employ technological resources to accomplish business objectives common to this industry</p> <p>11-12.RST.09 Synthesize information from a range of sources (e.g. texts experiments simulations) into a</p> | <p>what are the roles and skills that contribute to quality of the front of the house service?</p> <p>What are the three main service styles?</p> <p>What are the steps necessary to preset the dining area?</p> <p>What is needed to provide guests with a quality dining experience from start to finish?</p> <p>What are the origins, preparation, and service of coffee and tea?</p> | <p>Front of the House Positions</p> <p>Keys to Quality Service</p> <p>Types of Service</p> <p>Presetting the Dining Area</p> <p>Serving Guests</p> <p>Beverages</p> | <p>Students will be able to:</p> <p>Have the necessary skills to contribute to the front of the house service.</p> <p>Identify the three main service styles</p> <p>Identify and carry out the steps necessary to preset the dining area</p> <p>Provide guests with a quality dining experience from start to finish</p> <p>Identify the origins, preparation and service of coffee and tea</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| coherent understanding of a process phenomenon or concept resolving conflicting information when possible.. | | | | |
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Course: Culinary Entrepreneurship

S2 Grade 12

Unit: Entering the Workforce

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| 9.4.12.A.62 Research professional development opportunities needed to keep current on relevant trends and information within the cluster. | Why is it important to understand how to prepare for a job search | Preparing for a Job Search | Students will be able to: | Several quizzes weekly written and proficiency |
| 9.4.12.A.54 Identify and demonstrate positive work behaviors and personal qualities needed to succeed. | How do you recall sources for finding job opportunities? | Finding Job Opportunities | understand the importance of preparing for a job search | Written and proficiency Test |
| 9.4.12.A.56 Demonstrate skills related to seeking and applying for employment in a desired job. | Why is it important to recognize considerations for submitting a resume? | Submitting Your Resume | recall sources for finding job opportunities | Written and proficiency rubrics |
| 9.4.12.A.57 Maintain a career portfolio to | Why is it important to summarize and complete the job application form? | Job Application Form | understand and recognize the considerations for submitting a resume | Observation and verbal quizzes |
| | Why is it important to understand effective behaviors when interviewing? | Interviewing | know the importance of summarizing and completing the job application form | Workbook and note taking |
| | | What employers expect | | |
| | | What employees can expect | | |
| | | Laws and Conditions of Employment | understand the importance of effective | |

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| <p>document knowledge skills and experience in a career field.</p> <p>9.4.12.A.58 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.</p> <p>9.4.12.A.59 Identify and exhibit traits for retaining employment.</p> <p>9.4.12.A.61 Examine requirements for career advancement to plan for continuing education and training.</p> <p>11-12.RST.09 Synthesize information from a range of sources (e.g. texts experiments simulations) into a coherent understanding of a process phenomenon or concept resolving conflicting information when possible.</p> | <p>What do employers expect from their workers?</p> <p>Why is it important to understand and recall what employees can expect from their employers?</p> <p>Why is it important to summarize various laws and conditions of employment in this country?</p> | | <p>behaviors when interviewing</p> <p>know and understand what employers expect from their employees</p> <p>know and understand what employees can expect from their employers</p> <p>have knowledge of the various laws and conditions of employment in this country</p> | |
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Course: Culinary Entrepreneurship

S2 Grade 12

Unit: Managing Resources

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks analyze the specific results based on explanations in the text.</p> <p>11-12.RH.04 Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison</p> | <p>What process does a chef use to manage food costs?</p> <p>How do chefs manage labor costs?</p> <p>How are the food cost percentages measuring the chef's performance?</p> | <p>Managing Food cost</p> <p>Labor Cost</p> <p>Measuring Performance</p> | <p>Students will be able to:</p> <p>Identify the process that the chef uses to manage food cost.</p> <p>Identify the process that the chef uses to manage labor cost.</p> <p>Identify the conjunction of food cost percentages to the chef's performance.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>defines faction in Federalist No. 10).</p> <p>11-12.RST.07 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data video multimedia) in order to address a question or solve a problem.</p> <p>9.4.12.A7.05 Appraise select and employ technological resources to accomplish business objectives common to this industry</p> <p>11-12.RST.09 Synthesize information from a range of sources (e.g. texts experiments simulations) into a coherent understanding of a process phenomenon or concept resolving conflicting information when possible..</p> | | | | |
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**Course: Culture of Gastronomy
Preparation and Cookery**

S2 Grade 12

Unit: Fish and Shellfish Identification,

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.16 Employ critical thinking skills (e.g. analyze synthesize and evaluate) independently and in teams to solve problems and make decisions.</p> <p>9.4.12.A.18 Identify write and monitor performance goals to guide progress in assigned areas of</p> | <p>What are the different types and fabrication forms of fresh finfish?</p> <p>What are the different types and variety of shellfish?</p> <p>How do you store fresh finfish and shellfish?</p> <p>How do you use dry and moist heat cooking methods for shellfish?</p> | <p>Finfish</p> <p>Shellfish</p> <p>Storage and handling of finfish and shellfish</p> <p>Cooking Fish and Shellfish</p> | <p>Students will be able to:</p> <p>Identify and cook different types of finfish.</p> <p>Identify and cook different types of shellfish.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |

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| <p>responsibility and accountability.</p> <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out experiments taking measurements or performing technical tasks analyze the specific results based on explanations in the text.</p> | | | | |
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Course: Culture of Gastronomy S2 Grade 12

Unit: Breakfast Cookery

| CTE Proficiencies | Essential Questions | Content | Skills | Assessment |
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| <p>9.4.12.A.03 Demonstrate science knowledge and skills required to pursue the full range of postsecondary</p> | <p>What are different cooking methods for eggs?</p> | <p>Preparing Eggs</p> <p>Breakfast meats and fish.</p> <p>Breakfast batters</p> | <p>Students will be able to:</p> <p>Identify and use a variety of cooking methods using eggs.</p> | <p>Several quizzes weekly written and proficiency</p> <p>Written and proficiency Test</p> |

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| <p>education and career opportunities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.16 Employ critical thinking skills (e.g. analyze synthesize and evaluate) independently and in teams to solve problems and make decisions.</p> <p>9.4.12.A.18 Identify write and monitor performance goals to guide progress in assigned areas of responsibility and accountability.</p> <p>9.4.12.A.21 Employ technological tools to expedite workflow.</p> <p>9.4.12.A.28 Employ collaborative groupware applications to facilitate group work</p> <p>11-12.RST.03 Follow precisely a complex multistep procedure when carrying out</p> | <p>How are various breakfast meats and fish cooked?</p> <p>What different types of batters are used for breakfast foods?</p> <p>How do you prepare cereals:?</p> | <p>Cereals</p> | <p>Identify Various meats and fish used for breakfast, and cook them properly.</p> <p>Identify different batters used for breakfast and cook them properly.</p> <p>Identify and prepare cereals.</p> | <p>Written and proficiency rubrics</p> <p>Observation and verbal quizzes</p> <p>Workbook and note taking</p> |
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experiments taking measurements or performing technical tasks analyze the specific results based on explanations in the text.

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